# *U.S. Department of Education*
# *2012 National Blue Ribbon Schools Program*
***A Public School - 12PA2***

School Type (Public Schools): (Check all that apply, if any) ☑ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Ms. Nancy J. Hall

Official School Name: Infinity Charter School

School Mailing Address: 51 Banks Street, Suite 1
Penbrook, PA 17103-2067

County: Dauphin State School Code Number*: 7765

Telephone: (717) 238-1880 E-mail: infinitygifted@aol.com

Fax: (717) 238-1190 Web site/URL: www.infinityschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Nancy J. Hall Superintendent e-mail: infinitygifted@aol.com

District Name: Infinity Charter School District Phone: (717) 238-1880

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Carol Hilty

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

# PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

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**All data are the most recent year available.**

**DISTRICT**

1. Number of schools in the district (per district designation):
   - 1 Elementary schools (includes K-8)
   - 0 Middle/Junior high schools
   - 0 High schools
   - 0 K-12 schools
   - 1 Total schools in district
2. District per-pupil expenditure: 9031

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 9

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|---|---|---|---|---|---|---|---|---|
| PreK | 0 | 0 | 0 | | 6 | 5 | 7 | 12 |
| K | 7 | 4 | 11 | | 7 | 9 | 2 | 11 |
| 1 | 7 | 2 | 9 | | 8 | 6 | 5 | 11 |
| 2 | 7 | 8 | 15 | | 9 | 0 | 0 | 0 |
| 3 | 8 | 12 | 20 | | 10 | 0 | 0 | 0 |
| 4 | 5 | 11 | 16 | | 11 | 0 | 0 | 0 |
| 5 | 9 | 4 | 13 | | 12 | 0 | 0 | 0 |
| | | | | | **Total in Applying School:** | | | 118 |

6. Racial/ethnic composition of the school:

| | |
|---|---|
| 0 % | American Indian or Alaska Native |
| 7 % | Asian |
| 13 % | Black or African American |
| 6 % | Hispanic or Latino |
| 0 % | Native Hawaiian or Other Pacific Islander |
| 68 % | White |
| 6 % | Two or more races |
| 100 % | Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|---|---|---|
| **(1)** | Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year. | 1 |
| **(2)** | Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year. | 3 |
| **(3)** | Total of all transferred students [sum of rows (1) and (2)]. | 4 |
| **(4)** | Total number of students in the school as of October 1, 2010 | 122 |
| **(5)** | Total transferred students in row (3) divided by total students in row (4). | 0.03 |
| **(6)** | Amount in row (5) multiplied by 100. | 3 |

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

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9. Percent of students eligible for free/reduced-priced meals: 8%

Total number of students who qualify: 10

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program,

supply an accurate estimate and explain how the school calculated this estimate.

During the 2010-2011 school year, Infinity did not provide any formal food service program for any students, in large part because there is no kitchen/cafeteria in the facility. All students bring their lunches to school.

Because we do not participate in the National School Lunch Program, Infinity asks parents to complete a family income survey at the beginning of each school year. The survey is updated annually with the most recent NSLP guidelines. The survey collects the name, address, grade level of each child in the family, family size, income range of parents, and participation in need-based programs. This information is used to determine which children would fit within the NSLP guidelines.

10. Percent of students receiving special education services: 6%

    Total number of students served: 7

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | | | |
|---|---|---|---|
| 1 | Autism | 0 | Orthopedic Impairment |
| 0 | Deafness | 1 | Other Health Impaired |
| 0 | Deaf-Blindness | 0 | Specific Learning Disability |
| 0 | Emotional Disturbance | 5 | Speech or Language Impairment |
| 0 | Hearing Impairment | 0 | Traumatic Brain Injury |
| 0 | Mental Retardation | 0 | Visual Impairment Including Blindness |
| 0 | Multiple Disabilities | 0 | Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---|---|---|
| | **Full-Time** | **Part-Time** |
| Administrator(s) | 1 | 0 |
| Classroom teachers | 6 | 0 |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | 1 | 5 |
| Paraprofessionals | 0 | 2 |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | 1 | 0 |
| Total number | 9 | 7 |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Daily student attendance | 96% | 96% | 97% | 96% | 96% |
| High school graduation rate | % | % | % | % | % |

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

| | |
|---|---|
| Graduating class size: | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in vocational training | 0% |
| Found employment | 0% |
| Military service | 0% |
| Other | 0% |
| **Total** | **0**% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

◉ No

○ Yes

If yes, what was the year of the award?

# PART III - SUMMARY

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Over the past five years, Infinity students have demonstrated very strong performances on the PSSA tests, increasing from 88% to 100% in math and from 97% to 100% in reading. In the Spring of 2011, every student in grades 3 – 8, scored proficient or advanced in both math and reading. Because of this achievement, Infinity was featured on the front page of the local newspaper (The Patriot-News, Harrisburg). Infinity was one of four schools in Pennsylvania to reach this level, and the only charter school to do so. In addition, in the Spring of 2011, 100% of our 4th and 8th grade students scored proficient or advanced on the PSSA science tests, and 100% of our 5th and 8th graders scored proficient or advanced on the PSSA writing tests. Through recruitment and ongoing professional development, we have worked tirelessly to develop a dedicated, competent staff, who work together to support a positive school culture and provide differentiated instruction that engages the students.

We have extensive parent communication, involvement and support. From the very beginning, Infinity has viewed parents as partners, as we worked together to open the school. Since then, our parents have contributed thousands of volunteer hours, from painting the walls, to working with students in small groups, to driving on field trips, to being speakers in the classroom, to creating after school opportunities. Last year alone, parents volunteered over 1,360 hours. This level of involvement and support takes us far beyond where we could go alone. Infinity provides extensive differentiation for students, so they can work at their own level and progress at their own rate, building confidence as they experience success. We have developed a student-centric culture, in which we all focus on what is best for the students.

Infinity has reached out to the larger community to provide a wide variety of educational field trips and speakers that supplement the staff's expertise, enrich our students' academic experience, and provide role models from different career paths. Because Infinity has created a stimulating, challenging, and supportive environment, we have high student and staff attendance rates.

**Mission:** Infinity's mission is the creation, operation and maintenance of a world-class charter school in the Central Dauphin School District that addresses the intellectual, academic and social-emotional needs of mentally gifted children in grades K-12.

**Vision:** Infinity's overarching vision is to inspire, challenge and engage the hearts, minds and spirits of gifted students in Central Pennsylvania. It speaks to our belief in, and commitment to, serving the whole child, and of finding ways to give these individuals, as Carl Sandburg wrote "...the deepest possible roots and the highest possible flowering..."

By providing appropriate learning opportunities for each child through full-time instruction tailored to their special needs and abilities, we strive to ensure that every child meets or exceeds state and national academic standards.

Infinity's core values are at the heart of our school culture, are embraced by the Infinity learning community, and guide our interactions and decisions as we move towards achieving our mission, vision and goals. Space does not allow for a full explanation here, but our core values address Education First, Quality, Hard Work, Life-long Learning, Love of Learning, Self-Esteem, Respect, Personal Responsibility, Responsibility to Others, Role Models, Diversity, and Continual Improvement.

Infinity Charter School is a small K-8 school located in the Central Dauphin School District near Harrisburg, Pennsylvania. The 2010-2011 school year was Infinity's eighth year of operation. Over the course of the year, we served an average of 121 students in grades K-8. Students were divided into six multi-age classes. In addition to the core subjects, we also offered Art, Foreign Language, Music,

Physical Education, and Guidance at all grade levels. We had a diverse student body, in terms of racial/ethnic groups, socio-economic levels, and academic performance levels. (Although, our mission is to address the intellectual, academic and social-emotional needs of gifted children, Pennsylvania law does not allow us to use admission criteria based on academic or intellectual ability). The majority of our students were residents of the Central Dauphin School District, but we also attracted students from eleven other area school districts, a mixture of urban and suburban communities.

There is no single component of what we do that is, in and of itself, unique; rather we believe it is the combination of curriculum, instructional strategies, core values, philosophy, dedicated teachers, parent and community involvement, that creates a positive learning environment in which our students thrive.

# PART IV - INDICATORS OF ACADEMIC SUCCESS



**1. Assessment Results:**

**A.** The Pennsylvania performance targets (proficient and advanced) for the last five years are as follows:

| | | |
|---|---|---|
| 2006-2007 | Mathematics 45% | Reading 54% |
| 2007-2008 | Mathematics 56% | Reading 63% |
| 2008-2009 | Mathematics 56% | Reading 63% |
| 2009-2010 | Mathematics 56% | Reading 63% |
| 2010-2011 | Mathematics 67% | Reading 72% |

Infinity has not only met these targets over the past five years, but we have also met the targets (not shown here) every year since the school opened in 2003-2004. It is also our expectation to meet or exceed the state average scores, which we have done in all but three instances (one grade level in math in three different years) since the school opened in 2003-2004.

We expect all our students to score proficient or advanced on these tests. We do not want to "leave any child behind." When students score below that threshold, we strive to determine the cause/s and make any necessary changes to the curriculum, instruction, or teacher performance required to improve student achievement. Furthermore, we are not satisfied with a proficient performance when we believe a child can achieve even more. It is our goal to challenge all our students and help them reach their highest level of performance.

In addition, we want to make sure all the students in our subgroups (although they generally have been very small) are doing as well as the total student population. Most recently in the Spring of 2011, 100% of our students in grades 3-8 scored advanced or proficient in both math and reading, as well as in science and writing. As a school, we consider the PSSA tests to be only one measure of accountability, albeit an important one. We are proud of our students' past performance on these tests, and we want them to continue to do well.

**B.** Infinity has had increasingly strong student performances on the PSSAs in math, moving from 88% of our students, K-8, scoring proficient or advanced in the Spring of 2007 to 100% for the last two years. We have also had increasingly strong student performances on the PSSAs in reading, moving from 97% of our students, K-8, scoring proficient or advanced in the Spring of 2007 to 100% in the Spring of 2011. In the last five years, between 64% and 86% of Infinity students scored at the advanced level in math. At some grade levels, 100% of students scored at the advanced level. In the last five years, between 68% and 82% of our students have scored at the advanced level in reading. At the eighth grade level, 100% of students scored at the advanced level for the last three years.

**Significant gains and losses**

In 2005-2006, we had a small number of students in a fifth grade class, who were struggling in math. Only 29% of that class reached proficient or advanced that year. We provided additional instructional assistance to those students and the class performance improved the next year to 54% proficient or advanced. We continued to work with the class, and the following year, that class scored at 73% proficient or advanced. By the time that group was in eighth grade, 100% of the class scored proficient or advanced.

We believe our continued gains in student performance on the PSSA math and reading tests can be attributed to excellent teaching, additional instruction for some students by our Learning Specialist,

improving alignment of our taught curriculum with the state's tested curriculum, parental involvement, and additional technology support, such as Compass Learning and Study Island software.

**Subgroups**

Infinity is a very small school, with approximately 122 students in 2010-2011. These students are grouped in six multi-age classes of approximately 20 students each. This means we may only have 7-20 students at a particular grade level. As a result, our subgroups generally consist of 1-3 students. Due to the small sample, this would normally be considered statistically insignificant. Nonetheless, in the most recent year's data (2010-2011), Infinity did not have an achievement gap of 10 or more percentage points between the test scores of all the students and the test scores of subgroups.

**2. Using Assessment Results:**

**a) How assessment data are used systematically to improve instruction and student learning**

At Infinity, we have a variety of assessment data, of which one source is the PSSA. The PSSA results are central in developing annual measurable goals and targets. If our students are not meeting these targets, we take steps to adjust instruction to improve student performance. We have protocols for addressing individual, group, and/or whole school deficits revealed by these tests, which involves utilizing our Learning Specialist, parents, different instructional strategies and/or resources, additional time, individualized technology options, and/or professional development.

However, at Infinity, we strive to have a comprehensive student progress plan, including both formative and summative assessments, based on the following assessment guidelines (adapted from Grant Wiggins): the aim of assessment is to improve performance, not merely audit it; assessment is a part of the teaching-learning process, not something that takes place after teaching and learning are over; assessment is ongoing, not limited to fixed tests and testing times; assessment measures include authentic challenges; learning to self-assess and self-adjust is the key to mastery, therefore, self-assessment should be taught, learned, and assessed as part of the curriculum; learning requires feedback (descriptive, not evaluative); assessment tasks evoke and require sophisticated and deep understandings of key ideas, technical competence of central skills, performance/production skills in authentic contexts, and mature habits of mind, attitude, judgment, and action; and teachers are encouraged to experiment with, and improve, the assessment of student performance.

Student evaluation at Infinity is primarily for the purpose of individual improvement. At the beginning of each year, diagnostic testing/pre-testing in both reading and math enables Infinity's staff to form flexible ability groups for instructional purposes. By working with small groups with similar performance levels, the teacher can tailor instruction to more effectively meet student learning needs. Additional assessment measures continue to be used throughout the year to diagnose student strengths and weaknesses, and are then applied in tailoring instruction and developing an appropriate plan to make progress on specific goals. Evaluation measures are also utilized in assessing the extent of the student's progress in relationship to those goals. These measures are designed to teach, as well as test. We are not primarily interested in how students compare to each other.

In general, the following practices help us to demonstrate student learning and progress: students participate in diagnostic pre-assessment; students complete post-tests; students have a portfolio of work, instead of a report card; student progress is monitored through K-8 standards-based checklists in math and language arts; students are assigned projects in theme (integrated social studies and science) to assess their understanding; rubrics are developed and used to evaluate projects; letter grades are not used as indicators of student performance/progress; each student has a personalized learning plan (PLP) developed with input from parents and teachers; and students engage in periodic, teacher-monitored peer and self-evaluations.

**b) How assessment data are used systematically to inform parents, students and the community of students' academic achievement**

**Sharing PSSA Assessment Data**

After the school receives overall schoolwide PSSA results, they are shared with parents in one of our weekly newsletters from the CEO/Director/Principal, as well as at our Back-To-School Night in September. Individual reports are also sent home to parents and students after the school receives them, and the results are put in student portfolios. We discuss individual student achievement with parents and students at 4 conferences during the year.

Because Infinity is a charter school and draws students from 10-13 districts every year, we really don't have the same type of wider community that would be typical for a conventional school district. As a result, our data are shared within our school community. However, this past year, our students' performance was featured on the front page of the local newspaper.

**Sharing Other Assessment Data**

*Parent/Teacher/Student Conferences*

Because we believe it is important to meet with parents to share and discuss student progress, we schedule four conferences during the year. The first three conferences are at least 30 minutes each to provide sufficient time for the teacher and parents to actually discuss the child's progress. Students are welcomed and encouraged to attend. Even at the younger grades, we feel it is important for the child to be aware of his/her progress and to take responsibility for his/her own learning. The fourth conference of the year is led by the student and is more of a portfolio review and celebration of the year's learning.

*Standards-based Checklists*

At Infinity, we have a checklist for language arts and one for math. These checklists are based on the state standards and include the skills our students are working on in grades K-8. The grade level associated with each skill/concept corresponds with the expectations of the state standards (moving to Common Core). In this way, we, as teachers, are able to address any "holes" our students have, and parents can rest assured that their child is learning what s/he needs at each grade level.

**3. Sharing Lessons Learned:**

Infinity is more than happy to share our successful strategies with other schools. We support the original intent for charter schools to serve as a research and development arm for public schools.

Much of the sharing of our successful strategies occurs on a more informal basis. As our teachers interact with colleagues from other schools in graduate courses and/or other professional growth activities, they are able to discuss the various instructional strategies, methods, philosophy and core values of our school. These have generally been enthusiastically received by these other educators.

Even though we don't just serve gifted students, we have shared our strategies at the state gifted conferences. Some specific sessions are listed below.

The following Infinity staff presented at the Pennsylvania Association for Gifted Education (P.A.G.E.) Conference on April 15, 2011.

Our second-third grade teacher and our first-second grade teacher, shared "**Flexible Ability Grouping In Any Classroom.**"

This presentation is about how to create and manage flexible ability groups for math and reading instruction. We will share how we develop pre-tests from state and Common Core standards to create initial groups, as well as how to manage flexible ability groups (four math and four reading). We will also discuss how to develop innovative, differentiated activities appropriate for any classroom, especially for gifted students. Finally, we will demonstrate how to use checklists, portfolios, and personal learning plans for student assessment and reporting to parents.

Our two middle school teachers shared **"Past Lives: Integrated Theme for Middle School."**

"Past Lives in the Ancient World" explores what it would have been like to have lived at different times in ancient history—but with a twist. The students imagine they've been "reincarnated," again, and again, into different class systems of various civilizations. Discover how "Past Lives" journals, guest speakers, field trips and more are utilized to travel back in time and teach topics across the curriculum in a creative and engaging way. (This presentation was also shared at the P.A.G.E. Conference in 2008.)

The Infinity CEO and the Infinity Cofounder shared **"Charter Schools: On the Frontier of Services for Gifted Students."**

Charter Schools are perhaps the most recent option along the spectrum of services for gifted students…They discussed which strategies, used by Infinity, have been effective with gifted students, and how they can be implemented in other public school settings.

**4. Engaging Families and Communities:**

Infinity is committed to making our families, and the larger community, an integral part of our school and our educational program.

One way to encourage parents to be engaged with the school is through effective two-way communication. It is not simply enough that the school distribute information to the parents. We must also listen to what parents want to share with us about the school, and respond to their feedback in appropriate ways.

We communicate with our parents regularly, using weekly folders, weekly classroom letters, weekly school-wide letters, through our web site, and through phone calls and emails, as needed. We disseminate a Parent Handbook to provide important information to parents about the school and its culture. This is distributed at Back-to-School Night each year, and can also be accessed on our website. In addition, Infinity distributes a questionnaire to parents at the end of each year to determine parent satisfaction with the school program. The results are shared with the entire parent body, the school staff, and the Board of Trustees.

Formal conferences with parents are scheduled 30 minutes each four times each year. Students are encouraged to attend, and, as they progress through the grades, they are expected to take on a larger role in leading the conference. At the first conference of the year, teachers and parents develop the basis for each student's Personalized Learning Plan. At this, and subsequent conferences, teachers share the student's portfolio, which contains Math and Language Arts checklists, samples of daily student work and formal assessments.

Many parents volunteer at the school in a variety of ways. Some work directly with students; some help with after school clubs and activities; others drive students on educational field trips; still others are guest speakers in classrooms. We a have an elected parent member of our Board of Trustees. All parents are also welcome to attend monthly Board meetings and share their thoughts.

Education at Infinity is not just campus-based. There is a vast array of resources available to students throughout our local communities and beyond. Field trips and speakers are an integral part of the educational program at Infinity, with goals and objectives clearly tied to the curriculum. In addition to the academic benefits, we also believe community members have the potential to contribute a great deal in the affective realm. We also want our students to use their time and talents to give back to the community. As our students participate in community service activities, they are actively engaged with the community in a positive way.

# PART V - CURRICULUM AND INSTRUCTION



**1. Curriculum:**

Infinity's philosophy is that textbooks are too often considered to be the curriculum, rather than simply a resource. We define curriculum as the scope and sequence of skills and concepts that are to be learned by the students. As such, Infinity is not a textbook-based school. We believe this allows us to be more flexible and creative in working with the scope and sequence, while remaining grounded in the Pennsylvania content standards (moving to Common Core). We use a variety of materials, both commercially produced and teacher-developed, to teach the curriculum.

At the most basic level, the curriculum builds from easier to harder as students progress through the grades. Concrete objects, such as math manipulatives, are used more at lower grade levels or in initial instruction of concepts, before moving on to greater abstraction. Skills, that need to be taught in a particular sequence, are taught in that sequence. The reading levels of instructional materials increase in difficulty, length of reading selections increases, length of assignments increase, and types of products required increase in levels of difficulty, as students apply what they've learned.

While keeping the standards at the core, Infinity teachers are encouraged to make modifications to the curriculum to meet the developmental and academic needs of students. Our philosophy is "standards, not standardization." This may involve adjusting the complexity and/or level of abstraction of the material, the length of assignments, the type of product the student completes to demonstrate mastery, the pace of instruction, the amount of repetitions of content, and/or the amount of individual help provided to a student. In many cases, it is not so much how the curriculum is organized, but more about which instructional strategies are best employed to help us to meet the developmental and academic needs of students.

In **Language Arts**, Infinity has a K-8 checklist of concepts and skills based on the revised Pennsylvania standards (moving to Common Core). These checklists are updated quarterly by teachers for each student to show when a concept or skill was introduced and when the child became proficient with this skill or concept. These checklists become part of the child's portfolio. Starting in second grade, teachers often use PSSA sample tests or questions for the pre- and post-testing, which again, helps us to ensure we are teaching in alignment with the Pennsylvania Standards. At Infinity, we use two different computer software programs, both of which are aligned with Pennsylvania state standards. We also use a variety of literature and other resources to work with students in this area.

In **Mathematics**, Infinity has a K-8 checklist of concepts and skills based on the revised Pennsylvania standards (moving to Common Core). These checklists are updated quarterly by teachers for each student to show when a concept or skill was introduced and when the child became proficient with this skill or concept. These checklists become part of the child's portfolio. Starting in second grade, teachers often use PSSA sample tests or questions for the pre- and post-testing, which again, helps us to ensure that we are teaching in alignment with the Pennsylvania Standards. At Infinity, we use two different computer software programs, both of which are aligned with Pennsylvania state standards. We also use *Mathland, Connected Mathematics, Investigations in Data, Number and Space* as resources, in addition to other books and manipulatives.

**Infinity's unique curriculum** is year-long, broad-based, interdisciplinary themes that integrate **Science** and Technology, Environment and Ecology, History, Civics and Government, Economics, and Geography standards. In addition to beginning with curriculum frameworks developed by Pennsylvania Intermediate Units or other public school districts, Infinity staff reviewed the Pennsylvania standards (moving to Common Core) prior to designing these themes. We have collected a huge variety of books

and other resources to use with each theme. In addition, incorporated into these themes, are multiple guest speakers and field trips. Towards the end of the year, each class (K-8) also goes on an overnight field trip, related to their theme.

Infinity was part of a *Science: It's Elementary* grant from 2007-2009. At that time, the staff was trained in inquiry-based instruction and how to use specific FOSS and STC science kits. We have purchased many of those kits to integrate with our themes.

Infinity has used the Science Curriculum Framework developed by the Math & Science Collaborative of the Allegheny Intermediate Unit, which includes the Pennsylvania academic standards for Science, Technology, Environment and Ecology, and the National Science Standards. Health is integrated with science at the elementary level. We will also continue to utilize the information on the Standards Aligned System (SAS) related to big ideas, concepts, competencies, and essential questions.

Originally, Infinity has used an Expanding Horizons approach as a base for the **Social Studies** curriculum. In addition to teachers referring to the standards directly, Infinity has been reviewing the Social Studies curriculum developed by the Central Dauphin School District, as well as the Social Studies Framework (that includes Civics and Government, Economics, Geography, and History) developed by the Appalachia Intermediate Unit 8 and the Chester County Intermediate Unit 24, to determine how we will be refining our curriculum in this area. Again, we will continue to utilize the information on the Standards Aligned System (SAS) related to big ideas, concepts, competencies, and essential questions.

Infinity offers general **music** at all grade levels. In addition to teaching the state standards, we try to coordinate the music instruction with our year-long, interdisciplinary themes. Our students participate in County Chorus, Band, and Orchestra. They also perform in school concerts twice per year.

Infinity also offers general **art** instruction at all grade levels. Again, in addition to teaching the state standards, we try to coordinate the art instruction with our year-long, interdisciplinary themes.

Infinity offers **P.E.** instruction at all grade levels, which is based on the state standards. Health is integrated with P.E. at the middle school level. The teacher teaches locomotor skills, lifelong team sports, and individual sports, using a variety of equipment.

**Technology** is not a separate class, but is integrated into various areas of the curriculum. Students learn keyboarding. They use CompassLearning Odyssey and Study Island as part of their math and reading/language arts program. They use MyAccess writing software and an individualized computer-based spelling program. Student project requirements often include a technology component, in addition to searching for information online. The teachers incorporate a variety of technology resources, such as United Streaming/Discovery Learning, web-based resources, such as Khan Academy, and others.

All students, K-8, participate in **German** classes, with a certified German teacher. She uses a variety of resources, such as books, DVDs, clocks, objects, CDs, and so on.

All students, K-8, participate in weekly **guidance** classes, which include leadership skills, career exploration, and social skills development (including anti-bullying). We find this last part also works as preventive discipline.

**How the curriculum supports college and career readiness**

Our weekly guidance program at the middle school level has three strands: social skills, leadership, and career exploration. For the career section, students explore what facts they should consider when selecting a career, what they want from a career, career options, and what educational path will prepare them for their career choices.

At all grade levels, we have speakers and field trips that complement the curriculum. As part of the presentations, these individuals provide information about their careers, why they chose it, and how they prepared for it. These speakers are often from colleges or universities.

In addition, our middle school overnight trip usually centers around a college campus, enabling students to have a tour and learn more about the college, as well as observe faculty (and sometimes, students) conducting research.

Finally, we work with all students to ensure they have a strong academic background, so they can have a variety of college and career options.

**2. Reading/English:**

Infinity does not have a textbook-based program for reading. Our scope and sequence documents are currently based on the Pennsylvania state standards (moving to Common Core ). We use diverse materials, both commercially produced and teacher-developed, to teach the curriculum. We have collected multiple copies of a variety of literature books, with a wide range of reading levels across a variety of genres.

Teachers begin the year with a diagnostic reading test to assess the reading level of each child and then set up four, flexible ability groups to work with the children on those levels. **(**Students are assessed regularly in reading. Based on these assessments, they are grouped with other students of similar abilities for instruction. Groups often change over the course of the year, as students improve their skills at different rates. We do not track children, forcing them to remain always in the same group.) Infinity is firmly committed to continuous progress, which means that each child will start working at the assessed level and progress at his or her own pace.

After initial reading groups are created, the teachers select different literature books for each group. We choose these books based on several criteria. First, we make sure the book is at an appropriate reading level. Then, we check the social-emotional level. For example, while *Julie of the Wolves* is an award-winning book, we do not feel it would be appropriate instructional choice for second graders, even if they can decode and comprehend at that level. Next, we consider the genre. We want the students to read a variety of genres, such as mystery, historical fiction, realistic fiction, fantasy, science fiction, adventure, and so on. Finally, we try to find books that tie in with our year-long, interdisciplinary theme for that year.

Each group moves through four rotations, which each take about 30 minutes, over the course of two days. The first is direct instruction with the teacher, during which the students may read orally, discuss the story, discuss literary elements, figurative language in the book, go over vocabulary and/or comprehension questions, and/or go over writing assignments related to the book.

The second rotation involves working with a paraprofessional or a parent to complete an activity or game that reinforces the concepts introduced in direct instruction.

The third rotation consists of students working at their seats to complete an activity or paper/pencil worksheets to, once again, reinforce the concepts and skills introduced in direct instruction.

The fourth rotation is at the classroom computers, using a computer software program, which allows teachers to set up pre-tests based on state standards. After the students take the pre-test, the program provides an individualized learning plan based on the results of the pre-test. Again, these activities are designed to reinforce concepts and skills presented in direct instruction with the teacher.

To improve the reading skills of students performing below or above grade level, we use flexible ability grouping and computer software to adjust the direct instruction and other activities to the child's current level. If needed, students, who need additional support and/or challenge, may also work with Infinity's Learning Specialist. Although, this approach is very labor-intensive for the teachers, we are committed to it because it works for the students.

**3. Mathematics:**

Our approach to math is much the same as what we do for reading. The scope and sequence documents we use are currently based on the Pennsylvania content standards (moving to Common Core). Infinity is not a textbook-based school, although we sometimes use textbooks as a resource. We use a variety of materials, both commercially produced and teacher-developed, to teach mathematics, including *Connected Mathematics, Mathland,* and *Investigations in Data, Number and Space,* and a large collection of manipulatives.

Teachers begin the year with a diagnostic math test to assess the overall achievement level of each child and then set up four, flexible ability groups to work with the children on those levels. **(**Students are assessed regularly in math. Based on these assessments, they are grouped with other students of similar abilities for instruction. Groups often change over the course of the year, as students improve their skills at different rates and may be stronger in one math standard than another. We do not track children, forcing them to remain always in the same group.) Infinity is firmly committed to continuous progress, which means that each child will start working at the assessed level and progress at his or her own pace.

Before starting a "unit" on a particular math standard, such as Statistics and Data Analysis, the classroom teacher will create a pre-test. This may be a computerized pre-test , or it may be a pre-test that a teacher develops by combining released items from PSSAs, or from comparable tests in other states. This way, our students get practice with these types of test that is integrated into our assessment process, rather than having them spend weeks on isolated PSSA "prep." Either way, the teacher uses the pre-test information combined with her own professional observations and judgment to create new groups for this standard. When she pre-tests for another "unit," such as Computation and Estimation, the groups may be completely different.

Teachers also administer post-tests to check for student learning progress. However, these are not given at the end of that "unit," but rather after another unit has been completed and time has passed, to determine what skills/concepts the students have actually retained.

After initial math groups are created, the teachers pull together the resources they need for that unit, which generally includes a lot of manipulatives.

Each group moves through four rotations, which each take about 30 minutes, over the course of two days. The first is direct instruction with the teacher, during which the students be introduced to a new concept/skill, practice this skill, apply this to a real-world application, or design word problems that incorporate this concept/skill. As we move to Common Core, we will also be more intentional in incorporating math practices.

The second rotation involves working with a paraprofessional or a parent to complete an activity or game that reinforces the concepts introduced in direct instruction.

The third rotation consists of students working at their seats to complete an activity or paper/pencil worksheets to, once again, reinforce the concepts and skills introduced in direct instruction.

The fourth rotation is at the computers, using a software program, which allows classroom teachers to set up pre-tests based on state standards. After the students take the pre-test, the program provides an

individualized learning plan based on the results of the pre-test. Again, these activities are designed to reinforce concepts and skills presented in direct instruction with the teacher.

To improve the math skills of students performing below or above grade level, we use flexible ability grouping and computer software to adjust the direct instruction and other activities to the child's current level. If needed, students, who need additional support and/or challenge, may also work with our Learning Specialist. Although, this approach is very labor-intensive for the teachers, we are committed to it because it works for the students.

**4. Additional Curriculum Area:**

At Infinity, we **combine social studies and science into year-long, broad-based interdisciplinary themes,** which are implemented at all grade levels. We believe helping students to understand how various subject areas are interconnected is beneficial. The primary integration is with history, geography, civics and government, economics, science, technology, health, environment and ecology standards, but we also make efforts to bring in math, language arts, music, art, physical education and foreign language. The integration of disciplines is more reflective of the real world, reinforces concepts and skills, and is perceived as more relevant by students. By using year-long interdisciplinary themes, students are able to see the connections among various disciplines, how skills are applied, and are able to have the opportunity to explore concepts in-depth.

There are two themes, which rotate, for each of the elementary classes, and three themes, which rotate for the 6th, 7th, and 8th grade classes.

The following is a summary of one of our themes for 2nd-3rd graders, *Around the World in 180 Days*.

This theme is inspired by Jules Verne's *Around the World in 80 Days*, and starts with looking at what it means to go around the world—is it around the Equator, the Prime Meridian, traveling through every country, following Phileas Fogg's journey, or orbiting the Earth? Students begin by learning some facts about the Earth, geographic and scientific, and explore two- and three-dimensional representations of the world through maps and globes.

Following in the path of famous explorers, they learn about directions, maps and mapping, navigational tools and various types of "terrain" covered by explorers, including mountains, rivers, valleys, oceans, and so on. Each child selects an explorer to learn about in-depth, and presents a first-person "report" of that explorer, which includes a map of his/her route/s.

Moving on to "Modes of Exploration/Travel," students explore the physics of transportation, starting with force, motion, gravity, friction and inertia. As the class moves on to water transportation, they experiment with the characteristics of water, water pressure and buoyancy. Finally, they explore air transportation and flight, discovering the properties of air, the effects of air pressure, and Bernoulli's Principle. While the class is engaged in these pursuits, individual students select a well-known person who was linked in some way to a particular type of transportation, or have selected a particular type of transportation itself, to research and share.

This leads to "Obstacles to Transportation," which includes volcanoes, earthquakes and severe weather. While students select a specific obstacle to research and share in a book format, the entire class is learning about the geologic layers of the Earth, tectonic plates and continental drift, the water cycle and the layers of the atmosphere. All this information is put together to explain the causes of the various obstacles. Through a step-by-step process, the students should now have learned the rudiments of latitude and longitude.

At this point, the students progress to the various continent areas, getting an overview of the plants, animals, cultures and points of interest of each. While this is happening, students prepare posters of a cultural aspect of an Asian country of their choosing. They make a class book of selected points of interest in Europe, and make a model of an African animal, including a picture of its habitat. Students go on to do projects about National Parks in North America, and make posters of plants for South America.

As their culminating activity, the students prepare their own "Around the World" notebook, detailing their journey to at least ten countries on at least five continents. They must tell the story of their trip, calculate the number of miles traveled, the time taken, the costs incurred, the types of transportation used, and the points of interest visited.

Over the course of approximately 180 days, the students have explored their world, plumbed its depths, soared to its heights and covered its breadth in a fun and exciting way.

**5. Instructional Methods:**

At Infinity, we combine several strategies to create a student-centric environment that is differentiated to meet the diverse needs of learners. Some of these are technology-related.

We start with overlapping **multi-age grouping.** Children are grouped in classes that encompass what would normally be a two-grade level span, such as a second-third grade class. This provides us more flexibility in placing students in a particular class and ensuring that their academic and social-emotional needs are met. These are not combination classes, in which the delivery of instruction is based on the child's grade level, rather than performance level.

When school starts each year, we conduct **diagnostic testing** to determine each student's current performance level in both math and language arts. This testing forms the basis for the initial **flexible ability grouping for skills instruction,** in which students are grouped with other students of similar levels for instruction. Each classroom has four math groups and four reading groups. Students continue to be assessed regularly in math and reading. The pre-tests, along with observations and the professional judgment of the teacher determine whether the student stays in the same group, or changes groups. For example, if a 2$^{nd}$ grade child is reading at a 6$^{th}$ grade level, s/he will be grouped with other students, who are performing at the same level (generally from the same class). Groups often change over the course of the year, as students improve their skills at different rates, or have varying levels of expertise in certain content. For example, a student might be in the highest group for fractions and decimals, but moves into a lower group when studying about geometry and spatial sense. We do not track children, forcing them to remain always in the same group.

While one group is being instructed by the teacher, one group is using **computer-based software** that also allows pre- and post-testing, with activities/instruction at their individual level. This can provide additional practice and reinforcement, or allow students to move ahead.

Our technology options can also be accessed from home, which is very helpful.

At the same time, another group is working with a paraprofessional and/or parent volunteer on an activity or game that reinforces the teacher's instruction. This also provides opportunities for **parent involvement**.

Infinity practices **competency-based progress,** in which students are able to advance based on achieving competency, or mastery, of content or skills instead of being required to submit to an arbitrary amount of seat time. For example, if a 4$^{th}$ grader demonstrates competency up through the 6$^{th}$ grade level of fractions and decimals, s/he will be able to start learning the 7$^{th}$ grade skills and concept in this area. Sometimes, we need to **accelerate** students, for a particular subject, or for an entire grade level, in order to

appropriately challenge our students, both intellectually and academically. However, the majority of students can be accommodated at our school by flexible ability skill groupings or technology within the classroom.

In addition, we sometimes use technology to **compact curriculum**, which is a strategy enabling the student to complete required learning objectives in a shortened period of time. Normal practice assignments may be reduced and students may test out of particular units of study.

Infinity also uses **Personal Learning Plans** (PLPs) to differentiate. Teachers work with parents and students to develop a personal learning plan for each child. The plan incorporates measurable goals that pertain to the student's school performance, but do not duplicate the curriculum framework checklists. These goals are reviewed at each conference during the year.

Infinity uses **Individualized Spelling Program software** that was designed by a parent. The teacher assigns a certain number of words to the student as a pre-test. Afterwards, the teacher assigns a specific number of words for the student's weekly spelling list. The weekly list is composed only of the words the students missed on the pre-test. In this way, students are again able to move at their own pace.

Finally, when we don't have a group that matches the students' abilities as well as we would like, we utilize our **Learning Specialist** to work with students, who may need extra help and reinforcement, or who may need to move ahead at a quicker pace.

**6. Professional Development:**

Since, in Pennsylvania, a charter school is its own district, the district's and school's professional development activities are the same.

The success of the school in achieving its mission and goals is largely dependent on the effectiveness of the staff. Infinity strives to hire highly competent staff members and provides them with ongoing support and professional development opportunities to help them to become even better, which is consistent with our core value of Kaizen, or continuous improvement.

As part of the Annual Report, which must be submitted by all Pennsylvania charter schools to their chartering district, and the state Department of Education, administrators must in include professional development plans based on an analysis of student performance and school goals.

Because Infinity is such a small school, we supplement our internal staff development with opportunities that are available outside our building. As different staff members participate in various training, they come back and share it with the rest of us, so we all benefit. Some examples include Standards-Aligned Systems training, Learning-Focused Schools, Science: It's Elementary inquiry-based teaching and learning, Understanding By Design and transitioning to Common Core standards.

In addition, the staff attends the Pennsylvania Association for Gifted Education Conference to improve their abilities to work with gifted and twice-exceptional learners.

Our Learning Specialist participates in outside staff development on special education topics to improve her skills in working with special education students.

Several staff members are taking graduate courses on different topics and share that with the rest of the staff, as well.

One way we get to share, as a staff, is in weekly staff meetings. The meeting begins with celebrations, during which time staff members can share practices that are working well with their students. This is an

opportunity to receive support from one's colleagues and also to disseminate effective practices. This is followed by an issues/problems item, which allows staff members to share difficulties they are experiencing and brainstorm ideas/solutions with colleagues in a safe environment. More formal staff development also occurs at some of these meetings.

Internally, Infinity staff has participated in staff development in the use of two different software programs, to better differentiate reading/language arts instruction for diverse student needs.

This year, Infinity hired a part-time person to work at least once a week with every class on improving language arts and writing skills. These lessons are based on the state standards, and we hope to see improvement in student achievement in the writing PSSA test results for our fifth and eighth graders.

At the beginning of every school year, the teachers create their annual professional development plans, which include growth goals, resources needed, success indicators and target dates. Then, each teacher meets with the principal to go over these goals, and how they coordinate with overall school goals. The principal is also available to make suggestions.

Another opportunity we have as a small school is that the administrator meets with each classroom teacher and the Learning Specialist once a week to discuss curriculum and instruction. This provides a structured opportunity to reflect on teaching and learning, in a less formal or evaluative setting.

Full-time Infinity teachers report to school seven days prior to the first day for students. During this time, formal and informal professional development takes place. This includes a review of the school's mission, goals, curriculum, instructional methods, and assessment techniques. It also includes additional professional development in areas identified by the teachers and administrator the previous June.

Starting when the information is received, the teachers and administrator review the PSSA results and discuss what, if any areas (content, instructional strategies, needs of diverse learners), need more attention, focus, and/or time, in terms of instruction. It is also an opportunity to consider whether we need more professional development in a particular area

At Infinity, professional development also includes teacher observation and feedback. The primary focus of these observations and conferences is how the teacher can improve her skills to improve student performance.

Overall, Infinity works hard to provide a variety of professional development activities that are aligned with academic standards, support student learning and improve student achievement.

**7. School Leadership:**

As a charter school, Infinity has its own **Board of Trustees**. In addition to its legally mandated responsibilities, the Board's primary focus is long-term strategic planning and policy-making related to the mission and vision of the school. The Infinity Board of Trustees is not involved in the day-to-day management of the school, which is handled by the **CEO/Director/Principal** and the **Business Manager**. In a type of split-principal model, the CEO/Director/Principal serves as the school's educational leader, focusing on curriculum and instruction. Business activities, such as finances and facilities, are managed by the Business Manager, with the CEO/Director/Principal having oversight responsibilities.

Most educators agree that leadership practices contribute to better instruction and improved student growth, development and achievement. Infinity strives to meet these goals by subscribing to a **visionary leadership model**, in part due to its nature as a charter school, having had to create an educational model from scratch. Through its core values, common practices and instructional strategies, it has created a

school culture that can be embraced by the students, staff, parents, and community. The core values listed below are the foundation for everything we do, guiding our decisions and actions.

**Education First** At Infinity, education is our primary business. Activities that promote and support educational excellence shall be given priority over those which do not. The basic role of teachers is to help children learn.

**Quality** Beginning in Kindergarten and continuing through their school experience, the subject of quality, and how it relates to schoolwork, is discussed with students. Students, parents and teachers challenge students to do their very best. It is not our goal to have students merely completing assignments without attempting to produce a quality product.

**Hard Work** Creating high quality work is not always easy. We are committed to making learning interesting, exciting and fun, as much as possible. However, we recognize, and want parents and students to recognize, while learning is not always easy, it is fundamental.

**Life-long Learning** We recognize learning does not begin, or end, with school. We want students to learn skills that will allow them to direct their own learning. The essence of this is independence and self-reliance.

**Love of Learning** Children need to learn to love learning as its own reward. We encourage students to focus on internal rewards and motivations, rather than being dependent on external rewards.

**Self-esteem** We believe self-esteem is built upon competence. We can, and do, praise children appropriately, but we do not engage in false praise. We actively assist and encourage children in their journey towards competency. We want them to take pride in what they do well. We also want our students to believe they can make a difference in the world.

**Respect** We strive to create a climate of mutual respect among students, parents, staff and community members. Students are expected to show respect to others, and can, in turn, expect to be treated with respect by others.

**Personal Responsibility** We expect students to take personal responsibility for their own learning. We cannot teach them anything if they are determined not to learn. We also expect them to take personal responsibility for their actions and to be willing to accept the consequences.

**Responsibility to Others** Any member of a community has some responsibilities to his neighbor. Our students have some special abilities that carry with them greater opportunities to serve. We want students to understand the contributions they can make to society and to act *responsively*.

**Role Models** We have high expectations for our students. We, as parents and staff, are committed to serving as appropriate role models for our students. We need to demonstrate our values to our students on a daily basis in our own behavior. We cannot reasonably expect from them that which we are not willing to do ourselves.

**Diversity** We live in a diverse society. Students need to understand and respect differences, while seeking to find common ground. Students also need to understand and evaluate different opinions and intellectual perspectives. All of this is an integral part of our curriculum.

**Continual Improvement** We have adopted the Japanese philosophy of *Kaizen* or continuous improvement. We acknowledge and recognize effort; celebrate the achievement of benchmarks and milestones; and strive to get better each and every day.

In part, because of our small size, we have been able to build a professional community that addresses teachers' professional development needs and creates structures and opportunities for teacher collaboration, both formal and informal.

The staff has professional development for several days prior to the return of the students in August/September. In addition to outside professional development, the staff works in groups, to review the school policies, procedures, culture, and emphasis on student learning and achievement.

Weekly staff meetings start with celebrations that are almost exclusively about student success. Then, the agenda moves on to problems/issues. Some of these issues provide opportunities for staff members to share their knowledge and experience to help their colleagues. Others may be resource problems, technology issues, or logistics that need to be addressed and resolved quickly, so teachers can focus on the students, teaching and learning.

In addition, during the year, the CEO/Director/Principal and each classroom teacher meet weekly for 45-60 minutes to discuss curriculum, materials, instruction, assessment and student progress.

When staff members participate in outside professional development, they are often eager to come back and share what they learned with the rest of the team. In addition, when one teacher is successful with a new teaching strategy or new student resources, s/he enthusiastically shares that with her/his colleagues. This has been very positive, since research shows teachers are more apt to adopt new ideas from a colleague.

The teachers often have conversations during their lunch or break times that are directly related to improving student achievement. Although we do not have designated teacher leaders, they have all become teacher leaders and learn from each other.

By creating a shared culture focused on what is best for the students, we have also given birth to a partnership between parents and staff that has provided growth opportunities for all.

Now, the task for the leader is to safeguard the vision, to speak of it frequently and enthusiastically, to encourage experiments, to celebrate successes, and to remain steadfast in the face of inevitable challenges.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 100 | 100 | 100 | 94 |
| Advanced | 72 | 66 | 70 | 69 | 50 |
| Number of students tested | 18 | 12 | 10 | 13 | 18 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 2 | | | 4 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 3 | 2 | 2 | 3 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | | 1 | | |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | | 1 | 1 | |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 2 | 2 | | |

**NOTES:**

Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years.

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 92 | 100 | 100 | 94 |
| Advanced | 56 | 75 | 40 | 62 | 61 |
| Number of students tested | 18 | 12 | 10 | 13 | 18 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 2 | | | 4 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 3 | 2 | 2 | 3 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | | 1 | | |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | | 1 | 1 | |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 2 | 2 | | |
| **NOTES:**<br><br>Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years. | | | | | |

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 100 | 100 | 100 | 100 |
| Advanced | 100 | 88 | 100 | 71 | 85 |
| Number of students tested | 10 | 8 | 10 | 17 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | | 1 | 2 | 2 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | | 1 | 2 | 5 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | | | |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | 1 | | 1 |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 3 | | | |
| **NOTES:**<br><br>Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years. | | | | | |

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 100 | 100 | 94 | 100 |
| Advanced | 90 | 63 | 80 | 77 | 77 |
| Number of students tested | 10 | 8 | 10 | 17 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | | 1 | 2 | 2 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | | 1 | 2 | 5 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | | | |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | 1 | | 1 |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 3 | | | |

**NOTES:**

Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years.

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 100 | 93 | 100 | 100 |
| Advanced | 82 | 100 | 64 | 92 | 91 |
| Number of students tested | 11 | 10 | 14 | 12 | 11 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 2 | 1 | 1 | |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | 2 | 3 | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | | | | 1 |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 1 | | 1 | 1 |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | | 1 | | |
| **NOTES:**<br><br>Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years. | | | | | |

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 100 | 86 | 100 | 100 |
| Advanced | 82 | 70 | 43 | 75 | 55 |
| Number of students tested | 11 | 10 | 14 | 12 | 11 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 2 | 1 | 1 | |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | 2 | 3 | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | | | | 1 |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 1 | | 1 | 1 |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | | 1 | | |
| **NOTES:**<br><br>Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years. | | | | | |

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 93 | 100 | 93 | 54 |
| Advanced | 92 | 71 | 92 | 93 | 23 |
| Number of students tested | 12 | 14 | 12 | 15 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | | | 2 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | 3 | 2 | 6 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | 1 | 1 |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | 1 | | 3 |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | | | |

**NOTES:**

Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years.

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 100 | 100 | 100 | 85 |
| Advanced | 92 | 86 | 83 | 80 | 54 |
| Number of students tested | 12 | 14 | 12 | 15 | 13 |
| Percent of total students tested | 100 | 100 | 12 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | | | 2 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | 3 | 2 | 6 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | 1 | 1 |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | 1 | | 3 |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | | | |

**NOTES:**

Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years.

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 100 | 100 | 73 | 90 |
| Advanced | 80 | 100 | 91 | 27 | 70 |
| Number of students tested | 15 | 12 | 11 | 11 | 10 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 2 | | 1 | 3 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | | 3 | 2 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | 1 | 2 | |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | 1 | 1 |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 3 | | | |
| **NOTES:**<br><br>Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years. | | | | | |

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 100 | 100 | 100 | 100 |
| Advanced | 73 | 92 | 100 | 64 | 80 |
| Number of students tested | 15 | 12 | 11 | 11 | 10 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 2 | | 1 | 3 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | | 3 | 2 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | 1 | 2 | |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | 1 | 1 |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 3 | | | |

**NOTES:**

Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years.

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 100 | 100 | 89 | 89 |
| Advanced | 100 | 91 | 71 | 78 | 67 |
| Number of students tested | 11 | 11 | 8 | 9 | 9 |
| Percent of total students tested | 11 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | 100 | 100 | 0 | 50 | 100 |
| Advanced | 100 | 100 | 0 | 50 | 100 |
| Number of students tested | 1 | 1 | | 2 | 1 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | | 2 | 2 | 3 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | 1 | | 2 |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | 1 | 1 | |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | | | | |

**NOTES:**

Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years.

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: PSSA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: DRC

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 100 | 100 | 100 | 100 |
| Advanced | 100 | 100 | 100 | 89 | 78 |
| Number of students tested | 11 | 11 | 8 | 9 | 9 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | | 2 | 1 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | | 2 | 2 | 3 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | 1 | | 2 |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | 1 | 1 | |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | | | | | |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | | | | |

**NOTES:**

Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years.

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 98 | 98 | 93 | 87 |
| Advanced | 85 | 84 | 81 | 72 | 62 |
| Number of students tested | 77 | 67 | 65 | 77 | 74 |
| Percent of total students tested | 85 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | 66 |
| Advanced | | | | | 24 |
| Number of students tested | 4 | 8 | 2 | 6 | 12 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | 90 | 78 | 57 |
| Advanced | | | 50 | 50 | 21 |
| Number of students tested | 5 | 6 | 10 | 14 | 19 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 2 | 3 | 3 | 4 |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 2 | 4 | 4 | 6 |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 8 | 9 | 3 | 0 | 0 |

**NOTES:**
Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years.

12PA2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Mar | Apr | Mar | Apr | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient + Advanced | 100 | 98 | 96 | 98 | 95 |
| Advanced | 79 | 82 | 72 | 74 | 66 |
| Number of students tested | 77 | 67 | 65 | 77 | 74 |
| Percent of total students tested | 100 | 100 | 85 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient + Advanced | | | | | 83 |
| Advanced | | | | | 50 |
| Number of students tested | 4 | 8 | 2 | 6 | 12 |
| **2. African American Students** | | | | | |
| Proficient + Advanced | | | 90 | 92 | 84 |
| Advanced | | | 50 | 50 | 37 |
| Number of students tested | 5 | 6 | 10 | 14 | 19 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 2 | 3 | 3 | 4 |
| **4. Special Education Students** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 2 | 4 | 4 | 6 |
| **5. English Language Learner Students** | | | | | |
| Proficient + Advanced | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **6. Two or more races** | | | | | |
| Proficient + Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 8 | 9 | 3 | 0 | 0 |
| **NOTES:**<br><br>Student data reporting did not include an option of two or more races in the 2007-2008 and 2006-2007 school years. | | | | | |

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